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ABSTRACT

This model is an attempt to create a measure of resources to reflect the value of persons, groups, villages, provinces, or nations in terms of education. It attempts to measure human assets and nonhuman material elements. To measure gross cumulative factors, this measure of wealth considers population, environmental learning, and formal learning. To measure attenuating factors, the model considers personal dynamics, nonhuman resources, community development, nonformal and informal educational offerings, village management, school learning environment, school personnel and administration, and school facilities. This model of the gross product of education was applied to villages and provinces in Pakistan as well as to the whole country. The model is intended to provide a tool for use in community and village development and long-range planning. It is also meant to be used in pinpointing deficiencies in the development of a village; in comparing villages, provinces, or nations; or in assessing progress in human resource development. (Author/JM)

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A GROSS PRODUCT OF EDUCATION AS A PRACTICAL TOOL IN COUNTRY AND COMMUNITY DEVELOPMENT

by

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ISLAMABAD

APRIL, 1977

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C O N T E N T S

I. THE MODEL: A TOTAL HUMAN RESOURCE ACCOUNTABILITY SYSTEM 1

II. A RATIONALE FOR THE TOTAL RESOURCE ACCOUNTABILITY SYSTEM: THE G.P.E. 3

III. OPERATIONAL ELEMENTS OF A USEABLE G.P.E. 6

IV. APPLYING THE MODEL AND CALCULATING THE G.P.E. FOR PAKISTAN . . . 11

V. PRACTICAL USES OF THE G.P.E. IN COMMUNITY AND COUNTRY DEVELOPMENT 16

APPENDIX: BASIC COLLECTION INSTRUMENTS 18

A C K N O W L E D G M E N T S

Educational research at the national level entails a great deal of time, effort, patience and cooperation. Hundreds of persons have been directly involved in this study. The author wishes to acknowledge the direct and indirect assistance of (1) the teachers and headmasters of primary schools, (2) officers and individuals of the ministries of Education, (3) Institute of Education & Research, (4) Provincial Education Department, (5) Education Department of the Federal Government, (6) Education Institutions, (7) Officers and staff of USAID, and (8) students of Quaid-i-Azam University and its Computer Centre.

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APRIL, 1977

I. THE MODEL: A TOTAL HUMAN RESOURCE ACCOUNTABILITY SYSTEM

The discussion herein is about wealth. It describes an attempt to measure the wealth or worth of persons, a group, a village, a province or a nation. It thus has considerable usefulness in making comparisons, assessing resources and potentials, and maximizing the effectiveness of institutions. The key elements of this wealth can be seen within the following statement made by the president of the World Bank.

> "What after all, really constitutes wealth? And what more fundamental measures of wealth are there than the levels of nutrition, literacy, and health? It is in these terms that the average citizen of a developed nation enjoys wealth beyond the wildest dreams of the 1 billion people in the countries with per capita incomes under $200; his caloric intake is 40 percent greater; his literacy rate is four times higher; the mortality rate of his children is 90 percent lower; and his own life expectancy 50 percent more. Are there any more basic terms in which to compare the wealth of the developed and developing nations?*

While comparisons are frequently made between developed and developing countries, the assessment of wealth as set forth herein is equally valid within a given country. It reveals significant and meaningful contrasts between urban and rural populations and even between slum and affluent sections of the same settlement. It challenges the traditional methods of assessing wealth and of investments and the products of institutions.

The rationale and assessment structure herein calls for a new system of accounts and accountability. It urges a new set of relationships and new perspectives in looking at institutions and the way they affect human resources. One of the most significant parts of the design is the development of indicators for measuring the human resources of a given area. Such indicators make it possible to conceive of a "value" figure for "human assets".

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*Robert S. McNamara, Speech to Board of Governors, Christian Science Monitor, 1 October 1974.

This calculation of an index of human assets is termed herein a Gross Product of Education (GPE). Such calculations as used village-wide, district-wide, province-wide and nationally herein, are admittedly only an initial and crude attempt. Nevertheless, it is a beginning of what can become a very useful set of indicators for community and country development.

World-wide, the experience in country development since World War II has confirmed the notion that, fundamentally the wealth of a nation, state, or village is in its developed human resources. It now seems advantageous to obtain a measure of this nonmaterial form of a community's, state's or nation's wealth. After such an initial inventory, any additions to or subtractions from this aggregate wealth must be assessed in order to keep an accurate running account of the total. The aggregate summation of this form of wealth can be referred to as a kind of Gross Product of Education (GPE)[2].

It is primarily by means of an interaction of genetic, environmental, and educational—formal and informal—factors that value is added to human resources. The need is for a village-wide and then a district, province, or region-wide system of accounts that will give recognition to the basic dynamic worth or value of every single person within a given population. In addition, such an accounting system must accurately and systematically assess the educational value added—and subtracted—to the population by means of various types of education, deaths, institutional confinement, etc. This recommended system of inventory is hereinafter referred to as "a total human resources accountability system".

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[2]The GPE is a model similar in concept to the economic model of a gross national product. The gross national product has served as a useful model for measuring any nation's economic, material, and commodity concept of wealth, for the past 30 years. It is essentially the measured output of goods and services produced by the nation's economy, before deduction of depreciation charges and other allowances for business and institutional consumption of durable capital goods.

II. A RATIONALE FOR THE TOTAL RESOURCE ACCOUNTABILITY SYSTEM: THE G.P.E.

National development has in the past three decades been guided and assessed--almost obsessed--by an obvious emphasis on physical things. The plethora of indicators such as the GNP, national income, etc., are useful and broadly understood. They do, however, provide a view of development that identifies it with economic growth. These physical resources, as they are generally referred to, are distinguished from people. However, it is openly conceded that physical objects can become resources only as they have a relationship to people who have certain interests, values that relate to these physical resources, and needs that can be met by them. Moreover, for physical things to become resources there must be people with the knowledge and technical know-how to use such physical objects for the satisfaction of these needs and interests.

Acknowledging all of this tends to lead to another assumption that wealth consists of accumulated scientific knowledge and accrued information. The fallacy of this assumption of physical resources disassociated with people is illustrated by Gross when he describes how such material must be inextricably linked with the educational levels of people capable of utilization.

> Reference is often made to a society's "accrued knowledge" or stock of "technical know-how". These terms refer to valuable human assets. Both are often used in a way which seems to assume that knowledge and know-how may somehow or other be disassociated from "people who know". This assumption is rooted in the rather conspicuous fact that libraries, filing systems, and other document repositories are aids to, and extensions of, human memory. One may, therefore, reach the false conclusion that accumulated knowledge and know-how

> are in some way embodied in them. Yet both knowledge and know-how are characteristics of human nervous systems. These assets are human capacities. The libraries, files and archives are resources only when there are people available who know how to use them. In other words, the level of technology in any society is a dimension of human ability. Yet this dimension does not lend itself to direct measurement. It can be characterized only by rather indirect surrogates in the form of information on educational levels.[3]

The basic resource then is people, educated and otherwise equipped to successfully interact with their environment to achieve their objectives and meet human needs and aspirations. The educated person becomes the key element in any assessment of resources. This is a dynamic element because it can be changed and it is lost through the death of the persons possessing the education.

The broader concept of development must encompass the social as well as the economic dimensions. The focus must be on the human element. It must begin with the individual and take into consideration the social setting within which he acts out his life. Human resources, in this context, would be analyzed as a consequence of the interaction between the individual and his physical, social and cultural environment. Commenting on the practical application of this focus on persons in country development, David Lilienthal has stated:

> In any perspective a change in the undeveloped state of affairs is not solely a matter of technology or tech-

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[3] Bertram M. Gross, "Social Systems Accounting," Social Indicators, ed. Raymond Bauer (Massachusetts: M.I.T. Press, 1966) p. 265.

> niques or greatly increased inflow of capital, as essential as these are. For the heart of development is increasing the capabilities of people. This ..... sums up my own experience here at home in the United States, and in Asia, Latin America and Africa.[4]

The challenge is one of creating a measure of resources that would reflect primarily the human assets but also the non-human, material elements interacting with these human assets in the environment. As a guide for this effort, the structure of a social system, as defined by Gross, was used. He has identified seven elements as follows:

> The structure of any social system consists of (1) people and (2) nonhuman resources (3) grouped together into subsystems that (4) interrelate among themselves and (5) with the external environment, and are subject to (6) certain values and (7) a central guidance system that may help provide the capacity for future performance. Each of these seven elements, of course, is itself multidimensional. Many investigators may spend decades investigating just one or two dimensions of one subelement. Any comprehensive analysis of these elements (no matter how ordered) might be regarded as "balance sheet" that presents a system's human and institutional assets as well as its physical and financial assets.[5]

The attempt described herein was to synthesize a series of measures related to these seven elements. These would be consistent with the basic rationale described herein and yet could be applied to any area or could be utilized in the varied parts of a small area or a large country.

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[4] David Lilienthal, My Experience in Country Development, In Retrospect _____, 1967) pp 46-47.

[5] Bertram M. Gross, Ibid. - p. 265.

III. OPERATIONAL ELEMENTS OF A USEABLE G.P.E.

Using the broad definition by Gross of the components of social system, it seemed advantageous to design useable measures to assess this concept of wealth in any given geographical area. The components to be defined and then measured were as follows:

A. GROSS CUMULATIVE FACTORS

1. Population. Of all resources, the most precious are the developed human resources. Thus the development of human resources—people—should be the objective of community or country development. Moreover, the greatest product of a society is its people and its greatest wealth is its developed people. Census population was to be used with a breakdown into categories of preschool (age 0-4 years), adolescent (5-17 years), and adult (18 years and over). The level of development of the population was calculated in two dimensions: environmental learning and formal learning.

2. Environmental Learning. From birth until death the individual learns continually from his environment. This so-called environmental learning includes all the nonformal and informal kinds of education that impinge upon him from a very broad range of sources such as family, associates, tribe, community, mass media, voluntary organizations, libraries, museums, etc. His environmental learning includes cognitive, attitudinal, psychomotor types.

In the model, every person was credited with one year of environmental learning for each year of his life; i.e., average age multiplied by the total population. The resultant product was then attenuated or diminished according to measures assessing the individual's ability and attitude and the quantitative and qualitative aspects of the environment.

3. Formal Learning. The number of years of formal schooling completed by each person was given an appropriate weighting and calculated in the product

such dimensions as equipment, instructional materials, subjects covered, methods used, and the extent of integrating subject matter and utilizing the local environment in the teaching-learning process.

7. School Personnel and Administration. It is generally held that the quality of teachers will in large measure determine the quality of one's formal education. Similarly, it is usually believed that the quality of school management will have a pervasive influence on the quality of formal education through the planning, scheduling, budgeting, monitoring and accounting techniques. In an attempt to measure the quality of school personnel and administration, some 22 measures were designed to assess the levels of training, residence, policies, supervision, finance, etc., of the formal education provided in the target area.

8. School Building and Facilities. While basically an integral part of the school learning environment, the quality of the school building and facilities was considered to deserve special mention. Even though its influence is relatively slight, at least the kind of quality of the school's amenities provide some index to the education provided ranging from the sanitation and basic health habits fostered to the aesthetic qualities that elevate the individual's perceptions of beauty, comfort, and other dimensions of the quality of the environment. In order to assess these aspects of the school building and its facilities, 22 evaluative observations were designed. These covered such elements as the structure, size, equipment available, furniture, site, appearance, maintenance, etc.

C. CALCULATION OF A GROSS PRODUCT OF EDUCATION

After the census population age groups are obtained and the levels of adult literacy and schooling completed have been secured, school enrollments and the various qualitative scores on the attenuating factors permit the simple arithmetical calculation of a Gross Product of Education. All of these components with their weightings and inter-relationships are presented in Table 1.

				SCORES		WEIGHTING FACTOR	
ENVIRONMENTAL LEARNING	AVERAGE AGE	POPULATION	÷ 1000	X Personal Dynamics	X	3	=
				X Resources	X	2	=
				X Community Development	X	2	=
				X Nonformal & Informal Education	X	2	=
				X Village Management	X	1	=
					TOTAL = ENVIRONMENTAL EDUCATIONAL PRODUCT		
FORMAL LEARNING	YEARS OF SCHOOLING	POPULATION	÷ 1000	X Personal Dynamics	X	3	=
				X School Learning Environment	X	3	=
				X Personnel & Administration	X	3	=
				X School Building and Facilities	X	1	=
					TOTAL = FORMAL EDUCATION PRODUCT		
					GRAND TOTAL: GROSS PRODUCT OF EDUCATION (G.P.E.)		

G.P.E. (Person years of learning) ÷ TOTAL POPULATION = GPE PER CAPITA (Per capita person years of learning)

14 TABLE 1. Diagram of the Components, Weightings and Interrelationships of the Factors contributing to the Calculation of a Gross Product of Education. 15

IV. APPLYING THE MODEL AND CALCULATING THE GPE FOR PAKISTAN

After all measures were designed, they were field-tested on four separate villages in the Federal Territory of Islamabad. Then the measures were applied to a nationwide sample of villages drawn from 25 of the country's 52 districts: 5 in N.W.F.P., 5 in Baluchistan, 7 in Punjab, 7 in Sind and 1 in Islamabad. A stratified sample of 16 villages was selected in each district for the application of the model in some 400 villages.

Calculating the G.P.E. for Villages and for a District. The details of the calculations for three sample (Bannu District) villages is presented in Table 2. The G.P.E. in September, 1976 ranged from 91,182 person-years in education in one village to only 10,165 in another. On a years-of-education-per-capita basis, the range was from a high of 13.0 to a low of 6.0. It may also be seen from the table that the average G.P.E. per capita for all of Bannu District (based on the 16 village sample) was 10.0.

Similarly, a G.P.E. for an entire district can be calculated from average scores. Or one can simply multiply the average of 10.0 person-years of education per capita times the total census population for Bannu District. Either method provides a G.P.E. for the district of 6,343,000 person-years of education (see Table 2).

Calculating the G.P.E. for a Province and for a Nation. The G.P.E. for a province (a multi-district area) or an entire nation (a multi-province area) can be calculated by two different methods. One method is to use the population data, the enrollment information, and the average scores of all the attenuating factors in the step-by-step computation of the G.P.E. for all the sample districts, and then generalize from this to the total population of the province (or nation). The second method is simply to calculate the average G.P.E. per capita for the sample districts and then multiply this by the

TABLE 2. GROSS PRODUCT OF EDUCATION SUMMARIES FOR SELECTED VILLAGE IN BANNU DISTRICT: N.W.F.P. SEPTEMBER, 1976.

	MEASURE	HIGH VILLAGE (PIRAN DAUD SHAH)	MEDIAN VILLAGE (TITTER KHEL)	LOW VILLAGE (NAR SPARLAT)	TOTAL FOR ALL BANNU DIST.	AVERAGE FOR ALL BANNU DIST.
I.	FORMAL Population: Total	2500	8500	1700	634,308	
	5-17 Years	776	2644	528		
	Weighted Formal Education					
	ADOLESCENT PRODUCT	741	3687	368		
	Pop. 18 + years	1500	5100	1020		
	ADULT PRODUCT	6082	8021	1237		
	Attenuating Factors:					
	Personal Dynamics	62	58	33		
	Learning Environment	49	20	14		
	Personnel & Admin.	57	47	25		
	School Buildings	52	41	77		
	ATTENUATED FORMAL EDUCATION PRODUCT	3892	4992	526		
II.	ENVIRONMENTAL					
	Ave. age x total population / 1000	75	255	51		
	Attenuating Factors:					
	Personal Dynamics	62	58	33		
	Physical Resources	42	48	25		
	Community Development	23	26	16		
	Nonformal & Informal Education	18	12	4		
	Village Management	28	0	0		
	ATTENUATED ENVIRONMENTAL EDUCATION PRODUCT	28500	86190	9639		
	GROSS PRODUCT OF EDUCATION	32392	91182	10165	6,343,080	
	G.P.E. per Capita	13.0	10.7	6.0		10.0

total population of the province (or nation). An illustration of such calculation for the N.W.F.P. province in Pakistan is presented in Table 3. It may be seen that as of September, 1976 the G.P.E. for the N.W.F.P. province in Pakistan was 91,022,870 person-years of education.

Similarly, the calculations for all of Pakistan are shown in Table 4. As of September, 1976 the G.P.E. for all of Pakistan was 859,495,331 person-years of education. The G.P.E. per capita for Pakistan was 11.5. This indicates that the average Pakistani had 11.5 years of standard environmental and formal education.

TABLE 3. THE CALCULATED G.P.E. FOR THE DISTRICTS IN THE N.W.F.P. PROVINCE, SEPTEMBER, 1976

	MEASURE	DISTRICT OF BANNU	D.I.KHAN	KOHAT	MORDAN	PESHAWAR	INFERRED 10 DISTRICT TOTAL	AVERAGE
I.	FORMAL							
	Population, Total	634,308	537,800	654,140	1,348,360	1,926,160	9,383,801	
	5-17 years	233,425	197,914	240,724	496,196	708,827	3,453,239	
	Weighted Formal Education ADOLESCENT PRODUCT 8 + years	284,170	240,938	293,055	604,065	862,920	420,394	
	ADULT PRODUCT							
	Attenuating Factors:							
	Personal Dynamics	46	34	45	47	57		46
	Learning Environment	33	33	32	37	30		33
	Personnel & Admin.	48	59	50	49	50		51
	School Buildings	42	37	38	40	35		38
	ATTENUATED FORMAL EDUCATION PRODUCT							
II.	ENVIRONMENTAL							
	$\frac{\text{Ave.age x total population}}{1000}$	10,530	8,928	10,859	22,383	31,974	155,771	
	Attenuating Factors:							
	Personal Dynamics	46	34	45	47	57		46
	Physical Resources	34	38	46	58	50		45
	Community Development	28	26	31	32	32		30
	Nonformal & Informal Education	12	10	18	16	10		13
	Village Management	18	0	21	17	7		17
	ATTENUATED ENVIRONMENT EDUCATION PRODUCT							
	GROSS PRODUCT OF EDUCATION	6,343,080	4,141,129	7,849,680	12,674,584	18,876,368	91,022,870	
	G.P.E. per capita	10.0	7.7	12.0	9.4	9.8		9.7
	Range in Village G.P.E.	(6,148- 111,974)	(6,272- 42,690)	(13,841- 227,195)	(42,364- 240,097)	(16,514- 255,972)		
	Range in Village G.P.E./Capita	6.0-12.9	5.2-12.1	5.6-18.0	5.6-14.1	5.8-14.2		

TABLE 4. GROSS PRODUCT OF EDUCATION FOR PAKISTAN, BY PROVINCE, SEPTEMBER 1976

MEASURE	PROVINCES				TRIVAL & FEDERAL TERRITORY	TOTAL ALL PAKISTAN
	BALUCHISTAN	N.W.F.P.	PUNJAB	SIND		
TOTAL POPULATION	2,707,022	9,383,801	43,481,881	15,765,814	3,063,202	74,401,720
5-17 years	996,184	3,453,239	16,001,333	5,801,820	1,127,258	27,379,833
18 + year	1,212,746	4,203,943	19,479,884	7,063,085	1,372,315	33,331,971
ATTENUATING FACTORS						
Personal Dynamics	44	46	48	52	50	
Learning Environment	32	33	34	48	33	
Personnel & Admin.	39	51	45	61	50	
School Buildings	35	38	35	43	34	
Physical Resources	29	45	46	50	49	
Community Development	27	30	32	46	31	
Nonformal & Informal Edu.	13	13	14	20	15	
Village Management	18	17	16	35	16	
GROSS PRODUCT OF EDUCATION	24,633,900	91,022,869	521,782,572	192,342,931	29,713,059	859,495,331
G.P.E. per Capita	9.1	9.7	12.0	12.2	9.7	11.5

-15-

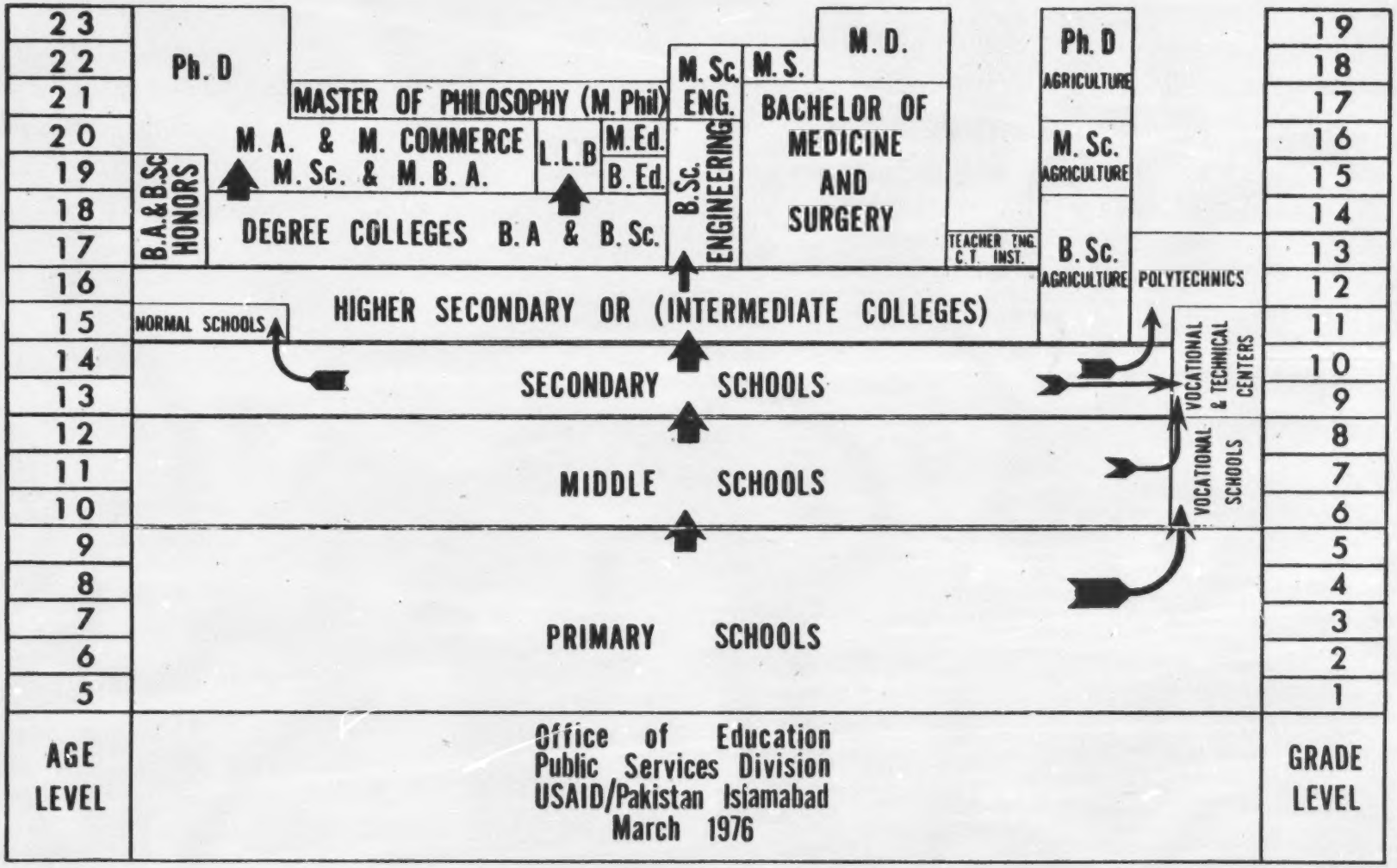
V. PRACTICAL USES OF THE G.P.E. IN COMMUNITY AND COUNTRY DEVELOPMENT

Conceptually, the calculated G.P.E. provides an indicator that gives a quantitative description of the useable knowledge resource—the aggregate of human and related resources. It represents the total summation of all of the human beings with their skills, attitudes, understanding, habits, and other learnings of a particular geographic area. Furthermore, it symbolizes the total aggregate of performance potential as a combined accumulation of brainpower, crafts, skills, ideas, creative imagination, and insights possessed by a given group of people at a particular time. Such a measure can be used advantageously in a number of different ways.

A Focus for Maximizing the Efficiency of Activities and for Selecting Best Alternative Solution-Strategies for Village Development. What the G.P.E. symbolizes for a village provides a focus for community development and long-range planning. Since the G.P.E. is indeed the truest measure of the wealth of any community or country, it logically becomes the end or goal for developmental activities. Calculating the village G.P.E. gives a benchmark for development. Projecting the impact of various types of activities and combinations allows a calculation of a projected G.P.E. and allows a re-examination of proposed efforts in order to achieve a balance or best combination of efforts in terms of resources available.

The author has also found the use of the G.P.E. to be helpful in a village planning effort. After needs have been assessed, objectives defined, and alternative solution-strategies reviewed for selection, the use of the G.P.E. can help in the selection process. Furthermore, in the refinement and delineation of the solution selected for implementation, it is advantageous to maximize the G.P.E. impact of various types of emphasis of activities within the overall solution.

PAKISTAN'S EDUCATION SYSTEM



MEASURES OF EDUCATIONAL AND COMMUNITY DEVELOPMENT

Bureau of Educational Planning
Ministry of Education
Islamabad, Pakistan

September 1976

SUMMARY

(After collecting the data and scoring each section, enter the total scores below)

I.	RESOURCES INVENTORY	
II.	SCHOOL BUILDING & FACILITIES	
III.	SCHOOL LEARNING ENVIRONMENT	
IV.	PRIMARY SCHOOL ATTENDANCE	
V.	COMMUNITY DEVELOPMENT	
VI.	NON-FORMAL & INFORMAL EDUCATION	
VII.	SCHOOL PERSONNEL & FINANCE	
VIII.	VILLAGE MANAGEMENT	
IX.	PERSONAL DYNAMICS	
X.	ADULT HUMAN RESOURCES DEVELOPMENT.	

TOTAL STANDARD SCORE

_____NAME OF VILLAGE
_____NAME OF DISTRICT
_____NAME OF PROVINCE

I certify that I have checked the information & verified it or reconciled it with other existing data:NAME:_____ SIGNATURE:_____

I certify the information in the booklet and questionniare is correct

NAME:_____
(PRINT)

SIGNATURE_____

Name of Village:_____
Name of District;_____
Province:_____

O - PRELIMINARY INFORMATION

1. The land around this village may be generally described as:_____ fertile _____barren_____Mixed_____.

2. Please explain in detail if any of the following are present:
   a. Social or economic changes or movements (i.e., new industries, land buying, new irrigation facilities, adult education center, etc.)
   b. Village problems (i.e., serious health problems, delinquency, alcoholism, drug addiction, litigation, etc.)
   c. Special economic conditions (i.e., presence of important industry, change in crops, new jobs, etc.)

3. Describe any unusual or useful characteristics of this village_____
   _____

4. Location (direction from this village to the district center)_____
   _____
   _____

5. Available census data for this village

	MALE	FEMALE	TOTAL
POPULATION	_____	_____	_____

_____year of census
_____Page or reference

Average life expectancy_____ ÷ 2 = _____
Average age of the village population

Name of Village_____
Name of District_____
Province_____

I - RESOURCES INVENTORY

Directions: Circle the appropriate number for each item in this section and then add all circled numbers for a total score for this section. Enter the total score in the box at the end of this section and in the appropriate box on the cover sheet.

SCORE (Circle one)

1. List the major crops or products shipped for sale outside the village

a_____ d_____ -do- three 4

b_____ e_____ -do- two 3

c_____ f_____ -do- one 1

If more than four 5

If none 0

2. List the industries -- other than farming -- and the number of males and females engaged therein:

Industry	Number of Centers (Plants)	Number Engaged Male	Number Engaged Female	Industry	Number of Centers (Plants)	Number Engaged Male	Number Engaged Female
Carpet Weaving				Grocery Shops			
Hand (or Power) Looms							
Pottery				Cloth Shops			
Basket Weaving				Other(Please Specify)			
Furniture							
Poultry							
Tailor							

For each industry listed above give a score of 1_____(maximum 10)
Enter total here

3. Show the Occupations of residents of this village:

Occupation	Numbers Engaged in Male	Female	Total	Occupation	Numbers Engaged Male	Female	Total
Tailors				Water Carriers			
Goldsmiths				Land Owners			
Blacksmiths				Tenant Farmers			
Carpenters				Weavers			
Shoemakers				Watch Repair			
Butchers				Laboreres			
Barbers							

For each type of occupation listed above give a score of 1(maximum 10)_____
Enter total here

Name of Village_____
Name of District_____
Province _____

I. RESOURCES (Contd.)

4. Check below the Public facilities available in this village:-

Tubewell_____Mosque_____ Open Markets_____
Electricity_____Rural Health Center_____
Government building_____Bus Service_____Family Planning_____
(or Minibus)
Drainage _____Clinic_____Industrial Home_____
Paka Road_____Post Office_____Veterinary Service_____
Katcha Road_____Public Library_____Tonga Service_____
Primary school_____Middle School(Boys)_____High School(Boys)_____
(Boys)_____(Girls)_____(Girls)_____
(Girls_____(Mixed)_____Mixed_____
Mixed_____

For each type checked above, give a score of 1(maximum 15)_____

Enter total here

5. Identify the persons by name in this village who have good talents or capabilities that could be shared:

TALENT	Male	Female	Total	TALENT	NAME OF PERSON
Musician				Haji	
Story Teller				Acrobat	
Reader(Koran, etc)				Athlete	
Traveler				Singer	
Scientist				Statesman(M. P. etc)	
Retired Military				Imams	
Retired Govt.				Embroidering	
Carding(weaving)				Knitting	
Hafiz				Wood Working	

For each entry (talent) listed above, give a score of:
Maximum 20)_____

Name of Village_____
Name of District_____
Province _____

I - RESOURCE (Contd.)

6. Identify the approximate number of Special resources in equipment, machines, gadgets etc.:

Radio, T.V._____Telephones_____Threshers_____
Tractors_____Refregerators_____Trucks_____
Sewing machine_____Lathes_____Automobiles_____
Knitting Machine_____Tube Wells_____(other) _____
(Please specify)

For each type of entry above, give a score of_____

_____
(maximum 10)

7. Land tenure surrounding this village is

	SCORE (Acres one)
a. Mainly farms 50 acres above.....	5
b. Mainly property of 25 acres 25(ave)size____...	4
c. Mainly farms which are subdivided into plots of about 12-1/2 acres:	3
d. Mainly less than 10 acre plots (ave),.....	1

8. Check below the private or specialist services available in this village.

Banks_____DrugStores_____Nurse/LHV/DAYA_____
Restaurants_____Barber Shops_____ Dentist_____
Gas Station_____Shoe Repair Shops_____Teachers_____
Machanic Shop_____Tailor/Seamstress_____Other(specify)_____
Print Shop_____Carpenter Shop_____ _____ _____
Hotel or Pensions_____Physician/Hakim_____ other_____
(Please specify)

For each type check above, give a score of 1 (maximum 15)

_____
Enter total here

Name of Village: _____
Name of District: _____
Province: _____

I - RESOURCES (Contd.)

9. List the names and details of the organizations in this village (identify all types: recreational, political, religious, social agricultural).

	Name	Type or Purpose	Number of meetings per month	Number of Members
a.				
b.				
c.				
d.				
e.				
f.				
g.				
h.				
i.				
j.				

For each organization listed above, give a score of 1. (maximum 10)

Total Score by male teacher _____

Total score by Female Teacher _____

Reconciled Total Score _____

II. PRIMARY SCHOOL BUILDING AND FACILITIES

Type of School (Circle appropriate word(s))
Male Female Mixed

Directions: Circle the appropriate number for each item in this section and then add all circled number for a total score for this section. Enter the total score in the box at the end of this section and in the appropriate box on the cover sheet.

1. Does this school have a building? (a) Govt. owned - 4 (b) community free - 4
   (c) Rented..... 2
   (d) none 0

	Yes	No
2. The school have been painted or whitewashed and maintained in good condition.	3	0
3. Substantial Sagging of cutside walls or roof	1	3
4. Unsafe veranda steps, structure, etc.	1	3
5. Dirt Floors	0	4
6. Makeshift or leaking roof	1	3
7. If this school were run on double shifts would it accommodate all children of this age & sex in the entire village	4	0
8. There is an effective means to cool the classrooms in hot weather (i.e. fan, screened windows etc.)	3	0
9. All pupils in this school's attendance areas can walk to school in less than 10 minutes	3	0
10. There are dangerous areas that some children must pass through in coming to school	0	4
11. There is a distracting influence in the immediate vicinity of the school (i.e. noise, smell, lighting etc.)	0	4
12. Both sexes in this village are served by a schoolbuilding	3	0

	Yes Item shown is complied with fully	No Item is not fully present nor complied with: Partly Met.	Non Existent There is no such item It is absent
13. The school grounds serve as a recreation area at any time.	4	1	0
14. There are broken or missing windows	2	4	0
15. The furniture (desks, Chairs, Almirah, blackboards, etc.) is in good repair.	4	2	0
16. Is there electric lighting in the school	4	2	0
17. Is there a sanitary toilet on the premises?	4	2	0

Name of Village: _____
Name of District: _____
Province: _____

II. BUILDING AND FACILITIES (Contd.)

	Yes Item shown is complied with fully	No Item is not fully present nor complied with: Partly Met	Non-Existent There is no such item. It is absent
18. Is there piped water to the premises?	4	2	0
19. Is the school compound, (premises) clean for games?	4	2	0
20. Are there materials and facilities available for school games and recreation. (Swings, Sports standards, lined field, etc.)?	4	2	0
21. There is a school farm or garden used for instruction of students.	4	1	0
22. There is a desk, chair and cupboard in good repair for each teacher.	4	1	0
23. The number of rooms is adequate to handle the pupils i.e. at least one room for each	4	1	0
24. If there is a desk and chair available for every pupil (Score 4). If there is mat or cushion for every pupil (Score 2). If some pupils have neither mats nor desks (score 1). If there are no mats for any pupils (score 0)	4	1	0

Total Score, Boys School [ ]

Total Score, Girls School [ ]

Reconciled Village Score [ ]

Name of Village: _____
Name of District: _____
Province: _____

III. SCHOOL LEARNING ENVIRONMENT

Directions: Circle the appropriate number for each item in this section and then add all circled numbers for a total score for this section. Enter the total score in the box at the end of this section and in the appropriate box on the cover sheet. Score only one.

	Yes Item shown is fully complied with	No Item is not fully present nor complied with: Partly Met	Non Existent There is no such item. It is absent.
1. Getting daily use is at least one blackboard in good repair for each class, I-V:	6	2	0
2. Bulletin boards or other mechanisms are frequently used to display pupil's good school work.	6	2	0
3. To encourage reading, a variety of books, magazines or newspapers is readily available to pupils (at least 1 per pupil)	6	2	0
4. A variety of books is available and written for the appropriate age levels for at least 6 different subjects, including the Koran.	6	2	0
5. Writing materials, such as pencils, paper, crayons, chalk, etc. are readily available to pupils to use.	5	2	0
6. At least 3 objects are available at the school to give evidence that pupils learn the value of numbers and and their use (i.e. "ruler", display of work beads on string, counting blocks, etc.)	5	2	0
7. Evidence that cleanliness is taught by clean children and presence of soap water basket, etc.	5	2	0
8. Evidence that cleanliness is taught by the absence of litter and unhygenic conditions (i.e., no dity toilets, no trash on ground clean rooms, etc.)	5	2	0

Name of Village: _____
Name of District: _____
Province: _____

III. SCHOOL LEARNING ENVIRONMENT (Contd.)

Directions: Circle the appropriate number for each item in this section and then add all circled numbers for a total score for this section. Enter the total score in the box at the end of this section and in the appropriate box on the cover sheet.

	Yes Item shown is fully complied with	No Item is not fully present nor complied with: Partly Met.	Non Existent There is no such item. It is absent.
9. In addition to blackboards, there are at least 3 teaching aids present in the school (i.e. globe, map, chart, models, radio, cassette, etc.)	5	2	0
10. Evidence is available showing that at least 3 homemaking, handicraft, or farming skills are taught (i.e. weaving, knitting, repairing, pottery, planting).	5	2	0
11. Is the school a happy, pleasant place? (active, smiling, congenial children with displays or other evidence of accomplishment, fun, or satisfaction in learning) observer's judgment.	5	2	0
	Circle one number below		

12. The pupil, teacher ratio is:
(more than 50 to 1: Score 1)
(more than 40 to 1:Score 3)
(more than 30 to 1:Score 4)
(Less than 30 to 1 Score 5)

Name of Village_____
Name of District_____
Province _____

IV. PRIMARY SCHOOL ATTENDANCE (Contd.)

As a committee of facilitators and teachers, we have examined the forgoing attendance facts and the opinions, etc. in this village. We conclude that the most important cause of primary school pupil non attendance, or drop out, is: Please give only one reason:

_____
_____
_____

Other major causes or reasons for primary school drop out are:
1st_____
2nd_____
3rd _____

Comments, recommendations etc:_____

Name of Village _____
Name of District _____
Province _____

V. COMMUNITY DEVELOPMENT

Directions: Circle the appropriate number for each item in this section and then add all circled numbers for a total score for this section. Enter the total score in the box at the end of this section and in the appropriate box on the cover sheet.

COMMUNITY SERVICES:	SCORE Circle Only One in each Category
1. What kind of water system is available?	
a. No improved water system (i.e. river lake, irrigation ditches).....	1
b. Wells	3
c. Community faucets	5
d. Water in houses (piped).....	7
2. What kind of street system is available within the village?	
a. No streets, only trails	1
b. Mud street	3
c. Gravel street	5
d. Cobblestone or paves street	7
3. What kind of transport system is available?	
a. There is more than one road into this community.	7
b. This village is on the main road (Bus service available)	5
c. One can go by car to the main road	3
d. One must go by footpath to the main road	1
e. There is no trail or path to a useable road	0

Name of Village _____
Name of District _____
Province _____

V. COMMUNITY DEVELOPMENT (Contd.)

	SCORE (Circle Only One) (in each category)
4. What kind of drainage system is available?	
a. No apparent drainage system	1
b. Small ditches with stagment water from dwellings exist	2
c. Channels from all dwellings are fed into a central drain(s)	4
d. Drainage is complete and covered to open drain	5
e. Drainage is complete, covered, and leads to septic tanks or sanitary field drain(s)	6
5. What kind of housing predominates?	
a. Houses are markedly poor - shacks or temporary mud	1
b. Permanent construction with durable material and/or wood roof	3
c. Solid construction with cement roof	5
d. Solid construction with tile (clay or cement) roof	7

Name of Village _____
Name of District _____
Province _____

V. COMMUNITY DEVELOPMENT (Contd.)

	Yes Item shown is complied with fully	No Item is not fully present nor compli-ed with Partly Met	Non Existent There is no such item. It is absent
6. Is there a community electric system into several buildings or dwellings?	6	2	0
7. Houses are generally clean and neat and yards are clean well-swept, smell sweet etc.	6	2	0
8. Have the people in this Community built their own school?	6	2	0
9. Built their own community hall?	6	2	0
10. Built their own place of worship?	6	2	0
11. Built their own dispensary or health clinic?	6	2	0
12. Constructed a consolidated cemetary?	6	2	0
13. Constructed sanitary toilets to serve every home?	6	2	0
14. Developed their own cooperative? (i.e. farm organization, store)	6	2	0
15. Held a community action (village awakening, planning committee) meeting with broad representation	6	2	0

Male Teacher's Total Score: _____

Female Teachers Total Score _____

Reconciled Total Score for this village _____

VI. NON FORMAL AND INFORMAL EDUCATION

Directions: Circle the appropriate number for each item in this section and then add all circled numbers for a total score for this section. Enter the total score in the box at the end of this section and in the appropriate box on the cover sheet.

	Yes Item shown is complied with fully	No Item is not fully present nor compli-ed with: Partly Met.	Non Existent There is no such item. It is absent.
1. At least one Koranic School is functioning in this village serving equally boys and girls	6	2	0
2. There is a tribal, religious, or other type of training program for youth which teaches the adult roles for men and women in this culture.	6	2	0
3. The authority of the family is a strong influence in this village and it has a good educational influence on primary school age boys and girls.	6	2	0
4. There are at least 3 organizations or associations to promote better agriculture in this village (i.e. cooperatives, young farmer organizations farm learning centers etc.)			
5. There are at least 3 obvious and strong training programs of teaching artisans and various crafts (i.e. apprenticeships, rural training center, polyclinics etc.)	6	2	
6. At least one program of leadership training regularly affects at least 20 people in this village (i.e. Nat'l Youth Service, Community Development, pioneers, etc.)	6	2	0
At least 20 people of both sex are regularly taught in this village through:			
7. _____Literacy training	6	2	0
8. _____School make up or remedial programs	6	2	0
9. _____Youth organizations and Youth centers	6	2	0
10. _____Organized Sports, recreational on or cultural programs	6	2	0

Name of Village _____
Name of District _____
Province _____

VI. Non-Formal Education (Contd.)

	Yes Item shown is complied with fully	No Item is not fully present nor complied with: Partly Met	Non Existent There is no such item. It is absent.
11. There is a guidance or rehabilitation program for persons with special problems (delinquents, alcoholics, etc.)	6	2	0
12. At least once every 3 months, an organized group of 5 or more from this village visits other villages to observe activities, achievements, etc.	6	2	0
At least once per week, not less than ten people in this billage receive an educational experience through.			
13. _____ listening to a radio or TV news broadcast.	6	2	0
14. _____ reading a news-papers received regularly (or bulletins, etc.)	6	2	0
15. Watching exhibits, films, demonstrations (i.e. at center)	6	2	0
16. _____ Reading wall news-papers or local bulletins.	6	2	0
17. _____ Mobile libraries, or films or exhibits (Those moving from village to village)	6	2	0
18. _____ Working with a visiting teacher on health, child care, family planning etc.	6	2	0

Total Score Female Teachers [ ]

Total Score Male ~~Teacher's~~ [ ]

Reconciled Total Score for this Village [ ]

Name of Village_____
Name of District_____
Province _____

VII. SCHOOL PERSONNEL, FINANCE AND ADMINISTRATION

Directions: Circle the appropriate number for each item in this section and then add all circled numbers for a total score for this section. Enter the total score in the box at the end of this section and in the appropriate box on the cover sheet.

Dircle one:
Boys Schl.
Girls Schl.
Mixed

1. What level of education does the typical teacher in this school have?

	Number	SCORE (Circle one only)
If untrained	_____	1
If Metric trained, P.T.C.	_____	2
If FACT	_____	3
BA/BSc with B Ed/M. Ed.	_____	5

2. What was the total amount of money collected from all sources per pupil in average attentance?

Total all sources (F)_____ $\frac{F}{Z}$ = _____ Revenue per pupil:
Average Attendance(Z)_____*

If less than Rs. 50 1
If Rs. 51 to Rs. 100 2
If Rs. 101 to Rs. 150 3
If Rs. 151 to Rs. 250 4
If more than Rs. 251 5

	Yes Item shown is complied with fully	No Item is not fully present or complied with but is partly met	Non-Existent There is no such item. It is absent
3. The teacher lives in this village	4	2	0
4. Reports on the operation of the primary school(s) in this village are made at least monthly Type of Report____to whom____	4	2	0
5. Some type of evaluation or testing program of the primary school(s) is carried out at least annually. Specify Type_____	4	2	0
6. The equipment, financial aspects and educational program is audited at least annually. Specify_____	4	2	0

* A___Number of pupils enrolled, B.___Pupils in Attendance today $\frac{A+B}{2}$ =Z Average Attendance

Name of Village_____
Name of District_____
Province_____

VII. SCHOOL PERSONNEL, FINANCE AND ADMINISTRATION (Contd.)

INNOVATION	Yes Item shown is complied with fully	No Item is not fully present or complied with but is partly met.	Non-Existent There is no such item. It is absent.
7. A new practice or marked improvement has been introduced into the curriculum of the school within the past 2 years. Specify_____	4	2	0
8. There is regular supervision of the primary school at least every 6 months. Title_____	4	2	0
9. Teacher-incharge has been personally consulted within the past 6 months by senior officers in formulating the work of this school.	4	2	0
10. A written policy exists wherein the senior officers of the department play advisory role in dealing with teacher-incharge.	4	2	0
11. The teacher-incharge has been personally assisted and fully helped in solving organizational problems by officers of the department within the past 6 months.	4	2	0
12. The teacher enjoys his work. He likes to teach.	4		
13. The teacher is happy here and wants to continue teaching in this village.			
14. There is a written policy in existence and followed wherein the teacher-incharge is given free hand in formulating internal policy of the school.	4	2	0
15. The teacher incharge formulates the policies and official written policies are readily available and followed (stating that the teacher in-charge works in consultation with his staff-members or senior students of the school).	4	2	0

Name of Village_____
Name of District_____
Province _____

VII. SCHOOL PERSONNEL FINANCE AND ADMINISTRATION (Contd.)

	Yes Item shown is complied with fully.	No Item is not fully present or complied with but is partly met	Non Existent There is no such item. It is absent.
16. Within the past 6 months, there is evidence that the teacher-incharge has been trained and oriented for at least 4 hours when new changes (general policy/curriculum, etc.) were introduced.	4	2	0
17. The teacher-incharge has oriented community leaders for at least 4 hours about the new changes in the school and this has occured within the past 3 months.	4	2	0
18. The teacher-incharge has fed back the reactions/response of the community to the department, evidence of this within the past 3 months in writing or at least half-hour meeting.	4	2	0
Finances			
19. Financial powers of the teacher-incharge are such that allows him/her to purchase/prepare or arrange materials required for practical use of the students in experiments, functions, etc. Evidence exists that this practice has been followed at least monthly during the past 6 months.	4	2	0
20. Release of funds for the school is regular and timely, at least monthly as evidenced by ledger, accounts, etc.	4	2	0

Name of Village_____
Name of District_____
Province _____

VII. SCHOOL PERSONNEL FINANCE AND ADMINISTRATION (Contd.)

	Yes Item shown is complied with fully	No Item is not fully present or comple-ed with but is partly met.	Non-Existent There is no such item. It is absent.
Sustaining Interest			
21. Teachers interests are genuinely looked after by the department which gives him/her enthusiasm for work. Such motivating and/or follow up meetings of at least 30 minutes have occured within the past 3 months.	4	2	0
22. Concrete evidence exists showing that transfers of teachers are not frequent, abrupt and are not done on complaint without inquiry.	4	2	0

Boy's Total Score _____

Girl's School Total Score. _____

Reconciled Score for this Village _____

Name of Village_____
Name of District_____
Province _____

VIII - VILLAGE MANAGEMENT

Directions: Circle the appropriate number for each item in this section and then add all circled numbers for a total score for this section. Enter the total score in the box at the end of this section and in the appropriate box on the cover sheet

	Yes Item shown is fully complied with	No Item is not fully present nor complied with: Partly Met	Non Existent There is no such item. It is absent
A. PLANNING			
1. A long-range development plan of at least 5 years exists for this village. Specify areas_____ _____ _____	5	2	0
2. Whatever development plan exists is followed and periodically reassessed_____	4	1	0
3. Some person(s) in this village has demonstrated his good planning capabilities Name_____ (Late date)	5	2	0
4. Planning for this village is based on facts, considers alternatives, etc.	5	2	0
5. A village planning committee is functioning. Name_____	4	1	0
B. ORGANIZING			
6. Some organization(s) exists in this village for regular policy formulation and decision making, Name _____	5	2	0
7. Some evidence exists that attempts are regularly made to coordinate the various activities going on in this village.	4	1	0

VIII - VILLAGE MANAGEMENT

	Yes Item shown is fully complied with	No Item is not fully present not complied with: Partly Me	Non Existent There is no such item. It is absent
C. STAFFING AND DIRECTION			
8. Duties of workers and leaders in the village (i.e. _____) are well defined and understood.	5	2	0
9. There is an agreed upon head, leader, or manager for this village. Name_____	5	2	0
10. Through its organized leadership this village aggressively reaches out for assistance (i.e. markaz, district government, etc.)	5	2	0
11. Many residents work on village projects and every one working on these projects understands the overall village goals.	5	2	0
12. Those working on village projects typically know exactly what is expected of them.	5	2	0
13. When villager workers make mistakes or do not know how to do a community task, someone shows him how and helps him accomplish it.	5	2	0
14. The village leadership is characterized by its constructiveness, helping others, and hard work that encourages others and builds others up in confidence and esteem.	5	2	0
D. CONTROL			
15. Budgets of time and money are made & followed in carrying out village projects.	5	2	0
16. There are frequent evaluations made of village activities to determine how well things are being done.	5	2	0
17. At least annually, reports are made to all of the village on the status & progress of the village toward its goals.	5	2	0

Name of Village_____
Name of District_____
Province _____

IX. PERSONAL DYNAMICS (Contd.)

	SCORE Yes	No
10. People favor the education of their children but don't believe this village school provides good learning apportunities.	0	4

SCORE
(Circle one only)

11. There are very bright gifted or highly talented youngsters in this village and they represent:
    a. Some 5 to 10% of the students — 4
    b. Only a very small percentage of the students (less than 2%) — 2
    c. A large proportion of the pupils (11% to 50 or 60%) with a wide variety of talents (i.e. artistic, academic, dexterity, numbers, etc.) — 5
    d. A rare or nonexistent proportion of the pupils here — 0

12. The health, nutrition, comfort and well-bing of every pupils is:
    a. Not a part of the program of this school — 0
    b. Recognized as important but covered only in instruction — 1
    c. Given priority emphasis, with teacher contacts and follow through with parents, pupils, & other citizens — 4
    d. Provided in a school health program which uses regularly a dispensery, nurses services, etc. — 5

SCORE
(Circle one in each item)

	Yes	No
13. Rats, insects, vermin, etc., represent a serious threat to crops, storage, etc.	0	4
14. The soil surrounding it is polluted by body wastes.	0	4
15. A dispensary or hospital is available in this or in a nearby village.	4	0
16. There are places where there is open sewage	0	4
17. A water supply is available that is dependable and absolutely safe (no way for it to be contaminated)	4	0
18. Shoes and warm clothing are available to every youngster.	4	0
19. Virtually every one in this village --- particularly the very young and the very old -- get an adequate diet, nutritionally.	4	0

Name of Village _____
Name of District _____
Province _____

IX. PERSONAL DYNAMICS (Contd.)

	SCORE (Circle one in each item)	
	Yes	No
20. Virtually every one is nearly always free of any kind of intestinal disease	4	0
21. Skin diseases or those caused from parasites regularly affects more than 5 percent of the population	0	4
22. Health planning has been integrated into the overall planning efforts of this village.	4	0
23. The estimated infant mortality (agesto 4 years) in this village is:		
(a) Less than 4%	5	
(b) 5% to 9%	3	
(c) 10% to 19%	2	
(d) 20% to 25%	1	
(e) more than 25%	0	
24. The estimated life expectancy (average for Male and Female) for people in this village is:		
(a) More than 65 years	5	
(b) 55-64 years	4	
(c) 45-54 years	2	
(d) 40-44 years	1	
(e) Less than 39 years -	0	
25. The estimated percentage of women who die in child birth in this village is:		
(a) Less than 3%	5	
(b) 3% to 5%	4	
(c) 6% to 10%	3	
(d) 11% to 30%	1	
(e) More than 20%	0	

MALE TEACHERS TOTAL SCORE (sum of all circled numbers in section IX)	
FEMALE TEACHERS TOTAL SCORE	
RECONCILED TOTAL SCORE FOR THIS VILLAGE	

Name of Village_____
Name of District_____
Province_____

X. ADULT HUMAN RESOURCES DEVELOPMENT

Adult Population: 18 years and older

	Illiterates	Less than primary school graduate	Primary school completed	Middle school completed	High school completed	Holds a post - High School Certificate	Total
Male							
Females							
Total	A	B	C	D	E	F	G

of human development. For the adolescent age group, this was found by using school enrollments. For the adult population it was credited according to literacy and the highest level of formal education completed. Here again, the resultant product was attenuated according to measures assessing the individual's ability and attitude as well as qualitative aspects of the formal education provided.

B. ATTENUATING FACTORS

A series of measures were designed to assess the qualitative and quantitative aspects of the individuals involved as well as the significant aspects of the environment.

1. Personal Dynamics. A cluster of 25 measures were designed to assess the attitudes, abilities, health and motivation of people. This personal dynamics factor was the internal element of persons that reacted to the environmental and formal education surroundings. Persons of low ability, with poor health, negative attitudes or low motivation toward learning will produce a different net personal effect than will persons who are strong and positive in these attributes. Personal dynamics were thus viewed as a measure of peoples' feeling well and thus being able to function productively in their environment. This measure was an attempt to assess what is going on inside the persons physically and psychologically, recognizing the effect this would have on their ability to adjust to and to benefit from the learning environments.

2. Nonhuman Resources. Some dozen measures were compiled to assess the nonhuman, physical resources of given geographical setting. These included inventories of crops, industries, occupations, facilities, equipment, special services, etc. These measures were taken as a quantitative and qualitative measure of the environment areas or communities where many physical resources were assumed to provide more numerous and more effective interactions with the

human inhabitants. It is this infrastructure of roads, communication facilities, and institutions, organizations, and services that provide for opportunities for interchanges of information and ideas--interpersonal communication. This also is a means of enhancing the learning environment.

3. Community Development. A battery of 15 measures were designed to assess some types of nonhuman resources as well as the type of leadership and group participation to accomplish developmental activities and projects. These measures attempted to reflect community action and any kind of values that enhance personal development through concerted participation.

4. Nonformal and Informal Education. An array of 18 measures were applied to each target area in an attempt to assess the quantitative and qualitative aspects of nonformal and informal education. Nonformal elements were considered as those organized education activities that go on outside the formal education or school domain. These included such elements as religious instruction, tribal or organizational induction programs, cooperatives, artisan training, leadership development, literacy programs, organized sports, etc. Informal or instructured educational elements included family influence, mass media, libraries, exhibits, family planning, health care clinics, etc.

5. Village Management. In an attempt to assess the extent and kind of guidance and motivational qualities existing, a collection of 21 measures were fashioned for application on a target area. These included the evaluation of such elements as planning, leadership, organization, cooperation, participation, and communication.

6. School Learning Environment. The scope and quality as well as the duration of exposure to the formal education programs will determine the learning impact. In an attempt to assess these dimensions of the school's learning environment, some 18 observational measures were fashioned. These included assessments on

Pinpointing Deficiencies in the Development of a Given Village. In addition to the overall assessment of human resources development given by the calculation of a G.P.E., it also permits a type of sector analysis of the constituent factors. Through this means the population age groups needing most development can be identified as well as the specific kinds of formal and environmental learnings that warrant most emphasis.

Useful Comparisons of Village, Province and National Status and Potential. The G.P.E. calculations for a number of comparable units such as villages, provinces or countries provides norms of expectation and identifies unusual development. Thus in province-wide or nationwide development efforts the target districts or villages are easily identified and the most appropriate and promising types of community development can be accordingly inaugurated or encouraged.

Assessing Progress in Human Resources Development. Calculating the G.P.E. for any village, region or country provides a benchmark assessment of its human resources. Sequential calculations, therefore, can provide measures of progress. Thus a new instrument for evaluating amount of development and rate of development becomes available. It provides this as an overall assessment as well as furnishing sector or constituent information.

A P P E N D I X

BASIC DATA COLLECTION INSTRUMENTS

Name of Village _____
Name of District _____
Province _____

III. SCHOOL LEARNING ENVIRONMENT (Contd.)

There is evidence (i.e. pupil's work lesson material, etc.) that curriculum relevance and subject integration is achieved by:	CIRCLE NUMBER OF SUBJECTS COVERED					
13. Teaching reading through readings assigned in Urdu, social studies, science, health, Islamiate, etc.	5	4	3	2	1	0
14. Teaching writing through writings assigned in Urdu, Social studies, science, health, Islamiate, etc.	5	4	3	2	1	0
15. Teaching fine arts by actually drawing or singing in science, social studies, health, homemaking, etc.	5	4	3	2	1	0

There is concrete evidence -- the actual presence of materials -- that items drawn from the local environment form a portion of what in formally taught, as follows:

	6% more	25% more	none
16. In teaching science, local materials such as rocks, plants, machines, the skies, etc. are used extensively,	5	2	0
17. Inteaching social studies, local organizations, institutions, writings, drawings, songs, field trips, etc, are used extensively.	5	2	0
18. Teaching mathematics gets its meaning from the environment, evidence exists that children explore numbers, relationships, accounts, accuracy, etc. extensively in the use of many local situations, materials, etc.	5	2	0

Total Score Boys School _____

Total Score Girls School _____

Reconciled Score for this Village _____

Name of Village _____
Name of District _____
Province _____

IV. PRIMARY SCHOOL ATTENDANCE

Directions: Circle the appropriate number for each item in this section and then add all circled numbers for a total score for this section. Enter the total score in the box at the end of this section and in the appropriate box on the cover sheet.

	A	B	C	D	E	F	G
	Enter Here the Actual Number of Students in Attendance on Day of Visit.	Enter Here the official Number of pupils Enrolled	$\frac{A+B}{2}$ (Round up to whole Number)	Enter Here Total Number of This Age Children in Village(s) (Census)	$\frac{C}{D}$ =E (Round to 2 decimal points)	Multiply E by the number in this Column	Enter Product Here Exe-G
Example	14	17	$\frac{31}{2}$ =16	60			
Class I Boys							
Class II Boys							
Class III Boys							
Class IV Boys							
Class V Boys							
Class I Girls							
Class II Girls							
Class III Girls							
Class IV Girls							

Note: Include children that attend a school outside this village.

Name of Village _____
Name of District _____
Province _____

VIII. VILLAGE MANAGEMENT (Contd.)

	Yes Item shown is fully complied with	No Item is not fully present not complied with: Partly Met	Non Existent There is no such item. It is absent
E. REPRESENTATION & COMMUNICATION			
18. A representative from this village meets at least annually with a group representing many villages. (i.e. markaz, district,) Specify _____	5	2	0
19. All classes or groups in this village (including women) are represented officially on significant policy or decision making. (score: Men and Women =5; Men or Women only = 2)	5	2	0
20. There are at least four outside organizations, associations or agencies that provide frequent contacts to or from this village (i.e., government, civic groups, cooperatives, industries, suppliers, customers, etc.)	5	2	0

Maximum Score of 100 possible:

MALE TEACHERS TOTAL SCORE _____

FEMALE TEACHERS TOTAL SCORE _____

RECONCILED TOTAL VILLAGE SCORE _____

Name of Village_____
Name of District_____
Province _____

IX. PERSONAL DYNAMICS

Directions: Circle the appropriate number for each item in this section and then add all circled number for a total score for this section. Enter the total score in the box at the end of this section and in the appropriate box on the cover sheet.

	Yes	No
1. The importance of getting an education is stressed in the school program	2	0
2. The women of this village favor education and will make great sacrifices to see that their children get at least a primary education.	4	0
3. The people in this village, particularly the young, are eager to learn both in and out of school.	4	0
4. Nearly every male parent in this village wants his children get more formal education that he was able to acquire.	4	0
5. Most people in this village believe that formal schooling beyond the primary level results in youngsters that are poor workers or those that will leave the village and become problems elsewhere.	0	4
6. Most people in this village recognize that reading is an important skill and they encourage every man, woman, and child to learn to read,	4	0
7. Most children in school are highly motivated to learn and there is keen competition or good cooperation in efforts for learning.	4	0
8. In this village the terms "keep trying" or "try harder" until it is learned" characterize the attitudes of most youngsters.	4	0
9. As a professional educator, the teacher(s) believes that the inmate ability of the pupils in this village tends to be:	SCORE	
a. Very high	4	
b. About average	3	
c. Some high but some low or average	2	
d. Generally below average	0	

Name of the Village: _____
Name of the District: _____
Province: _____

XI. SUMMARY CALCULATING THE GROSS PRODUCT OF EDUCATION

Step#1 - Enter total adult population (18 yrs. & older) here | G |

Step#2 - Enter total Pre-School Age Population (Ages 0-4 years) here

Total Males _____ + Total Females _____ = | I |

Step #3. School Age Population (Ages 5-17 years)

Age	Total Number (Census)
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15-17	

Step # 4 -

School Class	Enrolled in School Males	Females
I		
II		
III		
IV		
V		
VI		
VII		
VIII		
IX		
X		
Post H.S.		

Step # 5 - Enter total village population (all ages) here

G	I	J	=	L
Adust (18 yrs.)	Pre-School (0-4 years)	School Age (5-13 years)		